



## Research Article

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## Role of Recruitment and Qualification Centers in Achieving Vocational Qualification of Saudi Woman in the Light of Saudi Vision 2030

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### Abstract

*This study aims to investigate the role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030 and to identify the obstacles that limit the work of recruitment and qualification centers and suggested solutions are made for the development of these centers. Survey descriptive approach was utilized through designing 58-item questionnaire divided into five domains. The sample comprised (87) of the employees of recruitment and qualification centers in Riyadh. The results indicated that the most important roles of recruitment and qualification centers are the establishment of exhibitions that offer craft products prepared by Saudi women, investigating the vocational abilities and tendencies of Saudi women, and the sensitization of Saudi women to the job ethics and the importance of commitment to these ethics. The most important obstacles that limit the development of these centers are the low capacity for all applicants, the low spread of recruitment and qualification centers across the Kingdom. The study recommended the need to employ specialized cadres to increase the efficiency of recruitment and qualification centers, increasing the support for recruitment and qualification centers for Saudi women, and briefing Saudi women to the services provided by these centers.*

**Keywords:** Recruitment and Qualification Centers, Saudi woman, Saudi Vision 2030

### 1. Introduction

The woman received a global interest because of her social status and role. She makes up one half of society. Unless she fulfills her role, any society cannot achieve progress and development aspirations and objectives. That is, she is the key to human success and development because she is responsible for bringing up men and educating children. Interest in the woman's issues and contribution to social development relies on being the cornerstone of human wealth. It should be centered on qualification, empowerment, organization of abilities, and changing self-awareness to be more capable of building and developing the society.

Introducing the woman as a force in the labor market in Saudi Arabia increases claims if her contribution to the development and changes the traditional concept of her work that is limited to certain tasks. Large numbers of women have joined the labor market where there are public employment opportunities in woman education as well as health and social services. Consequently, a significant change has been made in the current educational structure because there are high enrollment rates of woman in the institutions of female teachers' training and higher education (Chamber of Commerce, 2003).

The Saudi interest in improving the woman's social, economic, and cultural status is a

development priority. It has been reflected in the strategic orientations of the consecutive development plans. That is, considerable progress has been made to these situations through improving the development plans' programs and relevant projects. The eight-year development plan was characterized by the development of the woman's educational, health, and economic status as well as the steady improvement of the family's living standard. A considerable media debate has been conducted on the active impact of the Saudi woman in the development process in Saudi Arabia (Economic Affairs Sector at Information and Studies Center, 2012).

The ratio of woman's joining the labor market has increased and her contribution in many economic and developmental fields has been highlighted that her productivity surpassed (50%) in many economies of the agricultural production and crafts. The economic progress and development in many areas of the world was reflected in the Saudi woman participation in the economic, social, and political lives (Basheen, 2005).

Vocational qualification is one of the most significant services to the individuals, including general and educational life skills and training vocational skills that equip the individuals with certain skills that help contribute and engage in the society (Shrey and Lacerte, 2007). Janes (2001) argues that vocational qualification enhances self-esteem and facilitates personal and family adjustment. Therefore, the authors have paid great attention to it lately.

Qualifying the Saudi woman is the primary responsibility of the society, especially qualification institutions. It is important because it helps them adjust to the society to be active and productive members. Some studies were interested in qualification's programs and problems, e.g. Abuhamdan (2014) and Alshamry (2003), reporting that vocational qualification is necessary for joining the labor market. Despite the increasing numbers of the applicants to these programs, studies report the fluctuation of the numbers and percentages of those joining recruitment and qualification centers. Shrey and Lacerte (2007) suggest that vocational qualification is one of the most significant services offered by these centers. Moreover, Wahba (2008) argued that many difficulties hinder the recruitment and qualification centers, including lack of financial resources, devices, materials, teachers, and specialized trainees, as well as lack of adequate cooperation.

Saudi Arabia took a set of steps and strategic decisions to promote woman participation in the economic field by qualifying her. This requires specialized training program. Along with the roles of the public and private sectors to help and qualify the woman to the labor market, the qualification programs are a means of mitigating unemployment and its implications (Altarief, 2017). Undoubtedly, activating the decree no. (120) dated June 2<sup>nd</sup>, 2004 regarding the work of the Saudi woman facilitated her real participation in the development process. The Ministries of Commerce, Industry, and Labor and Social Affairs have recently taken considerable steps to activate the decision. It is expected that new procedures are to be taken to integrate the Saudi woman in the developmental process more broadly (Council of Saudi Chambers, 2012).

The Saudi Vision 2030 states, "Saudi women are yet another great asset...we will continue to develop their talents, invest in their production capabilities and enable them to strengthen their future and contribute to the development of our society and economy". To achieve this vision, the woman participation in social development must increase to (30%). However, there are many obstacles including procedural, regulatory, or related to the community's culture (Alharby, 2017). The role of recruitment and qualification centers is to overcome them and to qualify the Saudi woman vocationally and socially. According to Altarief (2017), many obstacles hinder the Saudi woman contribution to the labor market and development. Thus, an institutional framework that is adequate to the nature of her role should be developed.

Altarief (2010) reported that there is a clear defect in the relationship between educational outcomes and the needs of development plans and programs. That is, the woman's involvement in some sectors of education and work is a structural dysfunction because the institutions cannot hold them. It can be addressed through the interest in vocational qualification and raising production efficiency to bridge the gap between the educational outcomes and the labor market. Aldgheebly (2005) investigated the programs of woman qualification, concluding that the reason for joining these programs is the desire to improve the economic status and get a job. Altarief (2017) reported that the Saudi woman has positive attitudes towards the offered qualification programs to join the labor market.

Qualifying and improving the role of the woman means developing her financial and cultural capabilities, promoting her level, vocationally preparing her, and offering job opportunities to her. Integrating the woman in the production process requires appropriate conditions and handling its difficulties, including social and cultural ones such as customs and traditions as well as difficulties of scientific and vocational qualification (Abuhamdan, 2014).

It is important to focus on qualifying the Saudi women by offering qualification and training programs and increasing their number and quality. Thus, more funds are to be allocated to the Technical and Vocational Training Corporation to establish specialized recruitment and qualification centers to integrate the Saudi woman in the Saudi labor market (Economic Affairs Sector at Information and Studies Center, 2012).

Vocational qualification is important for preparing the person vocationally because it provides the Saudi woman with the necessary vocational and social skills to join the labor market. Therefore, many centers are interested in qualifying her to develop and benefit from her abilities in social and economic development. However, their services suffer from many obstacles that affect benefiting from their abilities. The present study aims to investigate the role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030, identifying the obstacles to these centers' work, and suggesting solutions for their development.

## 2. Theoretical Framework

### 2.1 Saudi woman's role in the development of Saudi Community

There has been an interest in supporting the woman's contribution to the development plan. She plays a part in the development of the Saudi community that positively affects all citizens. According to Aljareed (2008), the policy of Saudi Arabia considers the woman as a partner to the man who shares the same rights and responsibilities and an important member in many organizations and civil societies, e.g. chambers of commerce, literary clubs, and civil service societies.

Results revealed that the Saudi women aged (25-29) rating (41.5%) are ranked the highest of unemployed. While the bachelor holders rating (73.3%) are ranked first, the secondary certificate or equivalent holders (16.6%) are ranked second. Moreover, never-married (49.3%) are ranked first and married (48.5%) are ranked second. More than a half of the Saudi employed women work as technicians in the scientific, technical, and humanities fields, while those working in the supporting basic engineering professions (0.1%) are ranked last (General Authority for Statistics, 2012; King Abdulaziz Center for National Dialogue, 2004).

This highlights the importance of the woman's economic empowerment. Haque and Mostofa (2013) report that every woman should participate in income-generating activities. They recommend providing education and training that enable women to catch up and adapt to changing economic conditions and increasing equal opportunities for women in all spheres of employment. Furthermore, woman empowerment positively affects her social empowerment.

Mahmoud (2004) argues that the woman's social characteristics play a vital role in enabling her to participate in the development of the local community through recruiting experts or specialists to develop supporting plans and programs. Additionally, her abilities are to be developed through qualification and continuous training courses. These results match Shoaib, Saeed, and Cheema (2012), arguing for equal opportunities of education for ladies and girls, taking special measures to overcome discrimination, as well as developing the job, profession, and vocational skills of the woman to narrow the gap between the sexes.

Economic Affairs Sector at Information and Studies Center (2012) recommended adopting the initiative of the female crafts at the commercial centers. Additionally, the Saudi Commission of Tourism and Antiquities should make instructions and decisions to organize permanent exhibitions of the female handicrafts in the major commercial centers across Saudi Arabia as well as annual festivals to encourage the Saudi female handicrafts.

Statistics illustrate that the female employees in the private sectors in 2004 numbered (114,169) of which the Saudis rated (23%) mostly in artistic and vocational works (Almoqbel, 2011). In addition, they mainly worked in the different levels of female education sector exceeding

(207,258), while in the health sector, for example, they rated less than (7%) compared to other sectors (Alzamhary, 2009).

Studies such as Lakati, Binns, and Stevenson (2002), Seguino (2003), and Hein (2005) showed that the family responsibilities of the woman are a significant obstacle to the official involvement of the woman in the labor market, affecting her decision on accepting or refusing a position. Malhotra, Schuler, and Boender (2002), Kabeer (2009), Gupta and Yesudian (2002), and Golla et al. (2011) concluded that woman qualification and empowerment ensure active participation, reflected in the daily life and community and to equally participate like the men in the desired change. Regarding the Saudi woman, Abunafesa (2012) affirmed activating their leading role and energy by sensitizing them about the importance of their role in accelerating economy and development, acquiring creative lifestyles, finding new work opportunities, and eliminating unemployment.

Despite the economic development, trade expansion and the urgent need to recruit young employees in the Saudi community, the demand for manual occupations is very low and many Saudi women prefer administrative positions due to the lack of incentives and attractive payment by the private sector (Economic Affairs Sector at Information and Studies Center, 2012).

## *2.2 Role of recruitment and qualification centers in achieving vocational qualification of Saudi woman*

The recruitment and qualification centers are responsible for implementing appropriate vocational programs to achieve human and socio-economic objectives, including the development of human potential and transforming them into productive persons who can work and interact with others (Harsawy, 2015).

The philosophy of these centers is human-based because s/he is the target and cannot live alone is a human community that affects or is affected by him/her as a member. Qualification is a general social responsibility that requires planning, work, and support at all levels (Alzaamat, 2005). International Labour Organization considers vocational qualification as an aspect of the continuous correlating qualification process and provides services of vocational guidance, training, and operation to enable the man get a suitable job (Altariief, 2017).

Vocational qualification programs provided to the Saudi woman are a basic component of their comprehensive development. They aim to offer different cognitive services and vocational skills, including guidance and training for recruitment; selecting the appropriate jobs that fit abilities, personality characteristics and conditions; providing the necessary information. Additionally, they aim to carry out adaptation processes by presenting different vocational skills and observing the behavior to define the desires and tendencies (Alshaweesh, 2014).

Algendy (2008) reports the importance of vocational qualification programs not only personally, but economically and socially, as well. Offering appropriate training and finding a suitable job to be productive and dependent transfers the person from a consumer into a productive and effective member who can help develop the community and achieve social integration. Additionally, achieving this purpose requires planning, planned programs, and familiarity with the means of offering and implementing these programs. Alshaalan (2000) and Farouq (2001) argue that training and qualification programs offered to the women are purposeful and aim to develop abilities and acquire new skills by involving all programs in woman qualification to join the labor market.

Aljaeed (2008) reports that integrating vocational training programs into the programs of recruitment and qualification centers qualifies the woman to practice such works and jobs in a better way. That is, they are able to discover their attitudes, develop skills, invest spare time, and get a job. The Council of Saudi Chambers (2012) argues that activating the roles and centers of businesswomen in the chambers of commerce enhances the contribution of Saudi women in the labor market and activates recruitment centers to help recruit her. Moreover, Alsaadey and Alshamrey (2010) conclude that vocational training programs help develop the skills of the unemployed by practicing the skills of training due to the pre-planning of these programs to choose the jobs that best match the community needs.

The roles played or sought by the recruitment and qualification centers highlight their impact on human development and woman qualification. They do not aim to prepare and train the workforce only, but they aim to educate the trainee, take care of her morally, intellectually, and socially, as well as develop her vocationally and humanly (Elshereef, 2010).

They aim to modify attitudes, develop skills, help define objectives, and give opportunities to the trainees. They hold many programs and activities, including vocational training programs, to meet their needs, achieve appropriate adjustment, and identify their attitudes and responsibilities towards themselves and the community. To achieve their objectives effectively, they enable their members to practice some jobs and acquire the social roles in an integration and connectivity manner. The vocational training program addresses the scientific and practical aspects such as the bases of sewing and productive skills to help achieve the objectives (Ahmed, 2003).

The recruitment and qualification centers are a basic source of recruitment where specialists find experienced and multidisciplinary trainees. They attempt to help their graduates get jobs and help them vocationally while considering the needs of the labor market (Aljaeed, 2009). Because vocational training has generally achieved positive results, the woman can be trained on some handicrafts to get a job in public and private companies and institutions and to assume responsibility towards the self and the community.

### *2.3 Vocational qualification for Saudi woman in the light of Saudi Vision 2030*

In its session on Monday, April 25, 2016, the Cabinet considered the draft of the Kingdom of Saudi Vision 2030 on which the Council of Economic Affairs and Development was asked to set mechanisms and arrangements for implementation. The governmental ministries and agencies as well as citizens were also asked to collaborate to implement the vision to achieve progress at all levels. The woman has received a large share of this vision that shaped the way of the Saudi woman's support and empowerment through achieving strategic objectives that promote the economic ability to generate different job opportunities, exploit the potentials of youth equally, give them opportunities, and acquire the required skills (Alharby, 2017).

Based on the themes of Vision 2030, e.g., a vibrant society, a thriving economy, and an ambitious nation, it is necessary to prepare the woman in a way that helps her keep pace with these changes to achieve their positive development, especially educationally, socially, and economically. Abdulsalam (2006) reported improving and linking the level of education and curriculum to development needs.

In other words, the Saudi Vision 2030 was not limited to improving the economic level and its financial benefits. Rather, it covered economic, social, and developmental programs and defined some objectives and relevant requirements, e.g. promoting social responsibility, personal responsibility to the self and family, and instilling good citizenship values to enhance national security and stability (Albaqmy, 2017).

Vision 2030 declares that the state considers woman participation in building the nation and the future. It aims to increase women's participation in the workforce from 22% to 30%. It also reports that the Saudi woman is an important element of our force (Alahmady and Taha, 2017). This vision aims to highlight new visions and objectives, e.g., treating the complicated situations of the Saudi woman at the occupational, social, and educational fields. In Saudi Arabia, there is a new woman who shall be considered if the state seeks to involve her in achieving the objectives of Vision 2030 (Alzamel, 2017).

Saudi Arabia aims to help every citizen to get a job that fits his/ her abilities and qualifications, establish recruitment and qualification centers for those who do not master a craft or profession, and grant loans or funds for those who want to launch their own businesses (Alyahya, 2000). Moreover, organizing the work of the Saudi women in women stuff stores accomplishes a set of economic, social, and developmental objectives that help citizenship, believing that they are an integral part of the social structure (Altariief, 2017).

Bukhary (2012) reported that despite the positive effect of woman education in Saudi Arabia, her effective contribution to development is limited. Some obstacles hinder the increasing efforts aiming to woman empowerment and enhancing her economic, social, and political opportunities.

Currently, the Saudi woman seeks a real opportunity in the political, social, economic, cultural, and legal life. She also aspires to more achievements to enhance her empowerment in work, production, and making decisions to achieve full citizenship.

According to Alzamel (2017), Vision 2030 affirms the positive consideration of the Saudi woman who has influenced many fields and covers all social and economic aspects to include all societal groups. It has devised a brilliant plan that will change Saudi Arabia over the next years. It has focused on addressing Saudi women as an important in nation-building through developing skills, investing potentials, vocational qualification, and enabling her to get adequate opportunities.

## 2.4 Research questions

1. What is the role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030?
2. What are the obstacles to the work of recruitment and qualification centers in achieving vocational qualification for Saudi women?
3. What are the suggested solutions for the development of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030?

## 3. Method

The study utilized the survey descriptive approach. The descriptive approach is based on collecting, classifying, and deeply analyzing the data, as well as interpreting the results. Therefore, measurement, classification, and interpretation methods are adopted to make significant conclusions and generalizations on the topic (Saber and Khafaja, 2002). The survey approach is used to surf the population or a large sample to describe the phenomenon in terms of nature and existence only without investigating the relations or concluding the reasons (Alassaf, 2000).

### 3.1 Sample

The sample comprised (87) randomly selected employees of recruitment and qualification centers in Riyadh (table 1).

#### 3.1.1 Sample description

##### 3.1.1.1 Age

Table (1) shows that (80.46%) of the participants are aged less than 30 years.

**Table (1): Age**

| Age                           | Number | Percentage (%) |
|-------------------------------|--------|----------------|
| less than 30 years            | 70     | 80.46%         |
| From 30 to less than 35 years | 6      | 6.90%          |
| From 35 to less than 40 years | 4      | 4.60%          |
| From 40 to less than 45 years | 5      | 5.75%          |
| From 45 to less than 50 years | 1      | 1.15%          |
| 50 years and older            | 1      | 1.15%          |

##### 3.1.1.2 Years of experience

Table (2) shows that (65.5%) of the participants have less than (1) year of experience because they are almost young.

**Table (2):** Years of experience

| Years of experience         | Number | Percentage (%) |
|-----------------------------|--------|----------------|
| less than (1) year          | 57     | 65.5%          |
| From 1 to less than 3 years | 10     | 11.5%          |
| From 3 to less than 9 years | 6      | 6.9%           |
| From 6 to less than 9 years | 3      | 3.4%           |
| 9 years and more            | 11     | 12.6%          |

### 3.1.1.3 Qualification

Table (3) shows that (82.8%) of the participants hold a Bachelor degree.

**Table (3):** Qualification

| Qualification     | Number | Percentage (%) |
|-------------------|--------|----------------|
| Technical diploma | 10     | 11.4%          |
| Bachelor          | 72     | 82.8%          |
| Master            | 1      | 1.1%           |
| Ph.D.             | 4      | 4.6%           |

### 3.1.1.4 Training courses

Table (4) illustrates that (44.8%) of the participants obtained (4) training courses and more.

**Table (4):** Training courses

| Training courses     | Number | Percentage (%) |
|----------------------|--------|----------------|
| No courses           | 16     | 18.4%          |
| (1) course           | 9      | 10.3%          |
| (2) courses          | 15     | 17.2%          |
| (3) courses          | 8      | 9.2%           |
| (4) courses and more | 39     | 44.8%          |

### 3.1.1.5 Timing of the training courses

Table (5) illustrates that (62.1%) of the participants received pre-service training courses, while (37.9%) received in-service training courses.

**Table (5):** Timing of the training courses

| Timing of the training courses | Number | Percentage (%) |
|--------------------------------|--------|----------------|
| Pre-service                    | 54     | 62.1%          |
| In- service                    | 33     | 37.9%          |

## 3.2 Research Tool

To achieve the study objectives, the authors designing 58-item questionnaire to investigate the role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030 and to identify the obstacles that limit the work of recruitment and qualification centers and suggested solutions for development. It was applied for (1) month. Then, the data were statistically processed and calculated for frequencies and arithmetic means.



### 3.3 Validity

1. Reviewers' validity: The tool was presented to (5) experienced reviewers to verify its validity. They agreed that the items are valid, with modifying two items and omitting two for irrelevance.
2. Construct validity: It measures the extent of achieving the objectives and the relevance of each item to the domain. Table (6) shows that all the items are domain-related at a significance level of (0.01), showing the questionnaire's validity.

**Table (6):** Correlation coefficient of each item to the domain

| domain one |                         | domain two |                         | domain three |                         | domain four |                         | domain five |                         |
|------------|-------------------------|------------|-------------------------|--------------|-------------------------|-------------|-------------------------|-------------|-------------------------|
| Item       | Correlation coefficient | Item       | Correlation coefficient | Item         | Correlation coefficient | Item        | Correlation coefficient | Item        | Correlation coefficient |
| 1          | 0.538                   | 12         | 0.864                   | 24           | 0.683                   | 36          | 0.778                   | 48          | 0.847                   |
| 2          | 0.709                   | 13         | 0.710                   | 25           | 0.786                   | 37          | 0.698                   | 49          | 0.884                   |
| 3          | 0.680                   | 14         | 0.777                   | 26           | 0.869                   | 38          | 0.729                   | 50          | 0.863                   |
| 4          | 0.816                   | 15         | 0.740                   | 27           | 0.717                   | 39          | 0.620                   | 51          | 0.771                   |
| 5          | 0.858                   | 16         | 0.767                   | 28           | 0.856                   | 40          | 0.634                   | 52          | 0.787                   |
| 6          | 0.716                   | 17         | 0.741                   | 29           | 0.782                   | 41          | 0.567                   | 53          | 0.777                   |
| 7          | 0.767                   | 18         | 0.767                   | 30           | 0.842                   | 42          | 0.818                   | 54          | 0.736                   |
| 8          | 0.735                   | 19         | 0.744                   | 31           | 0.912                   | 43          | 0.759                   | 55          | 0.719                   |
| 9          | 0.658                   | 20         | 0.826                   | 32           | 0.742                   | 44          | 0.484                   | 56          | 0.771                   |
| 10         | 0.752                   | 21         | 0.815                   | 33           | 0.820                   | 45          | 0.762                   | 57          | 0.855                   |
| 11         | 0.699                   | 22         | 0.853                   | 34           | 0.815                   | 46          | 0.728                   | 58          | 0.759                   |
|            |                         | 23         | 0.678                   | 35           |                         | 47          | 0.698                   |             |                         |

\* Significant at 0.01

### 3.4 Reliability

The reliability of the questionnaire was calculated using Cronbach's alpha that rated (0.958) (table 7). Additionally, the correlation coefficients of all domains ranged from (0.906) to (0.947) that were high, fulfilled the study needs, and indicated the tool's reliability.

**Table (7):** Cronbach's alpha of the tool

| Domain       | No. of items | Cronbach's alpha |
|--------------|--------------|------------------|
| domain one   | 11           | 0.906            |
| domain two   | 12           | 0.939            |
| domain three | 11           | 0.947            |
| domain four  | 13           | 0.917            |
| domain five  | 11           | 0.942            |
| Overall      | 58           | 0.958            |

## 4. Results

In order to answer the 1<sup>st</sup> question, the means of responses to the first three domains concerning the roles of recruitment and qualification centers in achieving vocational qualification for Saudi women (tables 8, 9, and 10).

Domain one: The role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030

Table (8) shows that the participants agreed on the role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030. While establishment of exhibitions that offer craft products prepared by Saudi women was ranked first with a means of (2.7471) and a standard deviation of (0.4630), providing the Saudi woman



with vocational skills that help carry out work in the field was ranked second with a means of (2.7241) and a standard deviation of (0.47470). Designing high-quality training programs that fit the capabilities of the Saudi woman was ranked third with a means of (2.7241) and a standard deviation of (0.49859).

**Table (8):** Means of responses to domain one

| No.           | Item   | Means  | Standard deviation | Response | Rank |
|---------------|--|--------|--------------------|----------|------|
| 1             | Promoting freelancing and commercial sense of the Saudi woman.   | 2.7126 | .48002             | Agree    | 4    |
| 2             | Providing guidance to guide the Saudi woman to the specializations required by the labor market.                           | 2.6437 | .60956             | Agree    | 7    |
| 3             | Providing the Saudi woman with vocational skills that help carry out work in the field                                     | 2.7241 | .47470             | Agree    | 2    |
| 4             | Offering equipment and tools to help the Saudi woman learn the crafts required by the labor market.                        | 2.6322 | .59288             | Agree    | 9    |
| 5             | Achieving adjustment between the theoretical and practical parts of vocational qualification programs for the Saudi woman. | 2.5402 | .66130             | Agree    | 11   |
| 6             | Establishment of exhibitions that offer craft products prepared by Saudi women.  | 2.7471 | .46301             | Agree    | 1    |
| 7             | Preparing the Saudi woman to do handicrafts in different fields.   | 2.6897 | .53506             | Agree    | 5    |
| 8             | Qualifying the Saudi woman who did not continue academic education through specialized programs.                           | 2.6322 | .59288             | Agree    | 8    |
| 9             | Developing the talents related to the favorite crafts among Saudi women.   | 2.6552 | .50180             | Agree    | 6    |
| 10            | Designing high-quality training programs that fit the capabilities of the Saudi woman                                      | 2.7241 | .49859             | Agree    | 3    |
| 11            | Informs the Saudi woman on the scientific developments and applications in the business environment.                       | 2.6207 | .55492             | Agree    | 10   |
| Overall means |  | 2.665  | 0.388              | Agree    |      |

Domain two: The role of recruitment and qualification centers in achieving social qualification for Saudi women in the light of Saudi Vision 2030

Table (9) illustrates that the participants agreed on the role of recruitment and qualification centers in achieving social qualification for Saudi women in the light of Saudi Vision 2030 with a means of (2.646) and a standard deviation of (0.413). Investigating the vocational abilities and tendencies of the Saudi woman was ranked first with a means of (2.7241) and a standard deviation of (0.47470) while supporting guidance by triggering the vocational awareness of the Saudi woman was ranked second with a means of (2.6782) and a standard deviation of (0.51702). Moreover, examining the labor market's needs for qualifying the Saudi woman was ranked third with a means of (2.6667) and a standard deviation of (0.54275).

**Table (9):** Means of responses to domain two

| No. | Item  | Means  | Standard deviation | Response | Rank |
|-----|---|--------|--------------------|----------|------|
| 1   | Investigating the vocational abilities and tendencies of the Saudi woman.                                       | 2.7241 | .47470             | Agree    | 1    |
| 2   | Introducing the vocational bodies related to the labor market.  | 2.6207 | .53356             | Agree    | 8    |
| 3   | Developing partnerships and hosting recruitment bodies to hold meetings with the Saudi woman.                   | 2.6667 | .49826             | Agree    | 4    |
| 4   | Hosting prominent entrepreneurs to hold meetings with the center's visitors.                                    | 2.6437 | .50525             | Agree    | 7    |
| 5   | Cooperating with the bodies related to the social qualification of the Saudi woman.                             | 2.6207 | .57550             | Agree    | 9    |
| 6   | Cooperating with the Human Resources Development Fund to implement recruitment-targeted qualification programs. | 2.6552 | .52446             | Agree    | 5    |

| No.           | Item  | Means  | Standard deviation | Response | Rank |
|---------------|---|--------|--------------------|----------|------|
| 7             | Examining the labor market's needs for qualifying the Saudi woman.  | 2.6667 | .54275             | Agree    | 3    |
| 8             | Supporting guidance by triggering the vocational awareness of the Saudi woman.  | 2.6782 | .51702             | Agree    | 2    |
| 9             | Coordinating with the private sector institutions offering vacancies for the visitors of the centers.                     | 2.6207 | .55492             | Agree    | 8    |
| 10            | Interest in researches and studies to handle the problems of the Saudi woman in the light of the labor markets' needs.    | 2.5977 | .59961             | Agree    | 10   |
| 11            | Providing technical support to equip the Saudi woman with the basic skills and abilities to qualify her for working life. | 2.6207 | .59536             | Agree    | 9    |
| 12            | Holding educational and psychological meetings to improve the vocational competence for qualifying the Saudi woman.       | 2.6437 | .54936             | Agree    | 6    |
| Overall means |   | 2.646  | 0.413              | Agree    |      |

Domain three: The role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030

Table (10) illustrates that the participants agreed on the role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030 with a means of (2.705) and a standard deviation of (0.376). Sensitization of Saudi women to the job ethics and the importance of commitment to these ethics was ranked first with a means of (2.7816) and a standard deviation of (0.44265), helping the Saudi woman access to jobs after qualification was ranked second with a means of (2.7816) and a standard deviation of (0.44265). In addition, linking the qualification requirements to the needs of the labor market was ranked third with a means of (2.7586) and a standard deviation of (0.45662).

**Table (10): Means of responses to domain three**

| No.           | Item   | Means  | Standard deviation | Response | Rank |
|---------------|--|--------|--------------------|----------|------|
| 1             | Equipping the Saudi woman with the appropriate job research skills.                                  | 2.6782 | .56020             | Agree    | 9    |
| 2             | Training the Saudi woman on curriculum vitae preparation.  | 2.7356 | .49320             | Agree    | 5    |
| 3             | Qualifying the Saudi woman to pass interviews.   | 2.6437 | .54936             | Agree    | 10   |
| 4             | Introducing the Saudi woman to job-related skills.   | 2.7356 | .49320             | Agree    | 4    |
| 5             | Helping Saudi woman access to jobs after qualification.  | 2.7816 | .44265             | Agree    | 2    |
| 6             | Sponsoring self-employment projects of the Saudi woman.  | 2.6782 | .49402             | Agree    | 8    |
| 7             | Helping the Saudi woman to select the specialization that fits her abilities.                        | 2.5977 | .57989             | Agree    | 11   |
| 8             | Introducing the Saudi woman to the appropriate jobs.   | 2.6782 | .51702             | Agree    | 7    |
| 9             | Sensitization of Saudi women to the job ethics and the importance of commitment to these ethics.     | 2.7816 | .44265             | Agree    | 1    |
| 10            | Linking the qualification requirements to the needs of the labor market                              | 2.7586 | .45662             | Agree    | 3    |
| 11            | Announcing the qualification services in many forms (paper advertisement- newspapers- TV- Internet). | 2.6897 | .51287             | Agree    | 6    |
| Overall means |  | 2.705  | 0.376              | Agree    |      |

Table (11) shows that the participants were undecided on the obstacles to the role of recruitment and qualification centers with a means of (2.283) and a standard deviation of (0.548). The most significant obstacles were "the low capacity for all applicants" with a means of (2.4483) and a standard deviation of (0.69481); "the low spread of recruitment and qualification centers across the Kingdom" with a means of (2.3678) and a standard deviation of (0.70075); "recruitment and qualification centers suffer from the shortage of specialized cadres in the qualification of the Saudi woman" with a means of (2.3448) and a standard deviation of (0.77501).

**Table (11):** Obstacles to the role of recruitment and qualification centers in achieving the vocational qualification of Saudi woman

| No.           | Item   | Means  | Standard deviation | Response  | Rank |
|---------------|--|--------|--------------------|-----------|------|
| 1             | Lack of interest in studying the Saudi woman's needs.  | 2.2529 | .76582             | Undecided | 9    |
| 2             | Weak support for the recruitment and qualification centers to do various activities.   | 2.3218 | .72327             | Undecided | 6    |
| 3             | Lack of equipment in the recruitment and qualification centers to perform the vocational qualification of the Saudi woman.   | 2.2644 | .78444             | Undecided | 8    |
| 4             | The low spread of recruitment and qualification centers across the Kingdom   | 2.3678 | .70075             | Agree     | 2    |
| 5             | The low capacity for all applicants  | 2.4483 | .69481             | Agree     | 1    |
| 6             | Low demand of the Saudi woman for benefiting from the services of recruitment and qualification centers.                     | 2.3333 | .70984             | Agree     | 5    |
| 7             | The offered services do not fit the Saudi woman.   | 2.0920 | .77207             | Undecided | 13   |
| 8             | The offered training programs are not well-planned.  | 2.2184 | .76895             | Undecided | 11   |
| 9             | Poor awareness of the Saudi woman on the services of recruitment and qualification centers.                                  | 2.2644 | .75421             | Undecided | 7    |
| 10            | Recruitment and qualification centers suffer from the shortage of specialized cadres in the qualification of the Saudi woman | 2.3448 | .77501             | Agree     | 3    |
| 11            | The vocational qualification programs offered by the centers do not fit the labor market's needs.                            | 2.1954 | .76003             | Undecided | 12   |
| 12            | Lack of guidance to guide the Saudi woman to the required specialists by the labor market.                                   | 2.2414 | .74655             | Undecided | 10   |
| 13            | Not following the trainees after completing the vocational qualification program.  | 2.3448 | .74440             | Agree     | 4    |
| Overall means |  | 2.283  | 0.548              | Agree     |      |

Table (12) shows that the participants agreed on the suggested solutions to improve the role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030 with a means of (2.705) and a standard deviation of (0.385). The most significant suggestions were employing specialized cadres to increase the efficiency of recruitment and qualification centers with a means of (2.7816) and a standard deviation of (0.46818); increasing the support for recruitment and qualification centers for Saudi women with a means of (2.7471) and a standard deviation of (0.46301); and briefing Saudi women to the services provided by these centers with a means of (2.7241) and a standard deviation of (0.52139).

**Table (12):** Suggested solutions to improve the role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030

| No. | Item  | Means  | Standard deviation | Response | Rank |
|-----|---|--------|--------------------|----------|------|
| 1   | Conducting studies on the needs of the Saudi woman of recruitment and qualification centers.                            | 2.6667 | .56376             | Agree    | 10   |
| 2   | Increasing the support for recruitment and qualification centers for Saudi women  | 2.7471 | .46301             | Agree    | 2    |
| 3   | Increasing the number of centers to hold all the numbers of applicants.   | 2.7241 | .47470             | Agree    | 5    |
| 4   | Offering incentives to encourage the Saudi woman to benefit from the services of recruitment and qualification centers. | 2.6782 | .49402             | Agree    | 8    |
| 5   | Increasing the number of training courses on developing the vocational qualification programs for the Saudi woman.      | 2.7241 | .47470             | Agree    | 4    |
| 6   | Briefing Saudi women to the services provided by these centers.   | 2.7241 | .52139             | Agree    | 3    |
| 7   | Employing specialized cadres to increase the efficiency of recruitment and qualification centers.                       | 2.7816 | .46818             | Agree    | 1    |
| 8   | Offering quality training programs that meet the labor market's needs.  | 2.7011 | .55227             | Agree    | 6    |

| No.           | Item   | Means  | Standard deviation | Response | Rank |
|---------------|--|--------|--------------------|----------|------|
| 9             | Publishing brochures and leaflets on the vocational qualification processes for the Saudi woman.         | 2.6782 | .56020             | Agree    | 9    |
| 10            | Having specialized teamwork to follow up the alumni of the centers in their workplaces continuously.     | 2.6782 | .51702             | Agree    | 7    |
| 11            | Establishing projects to guarantee job opportunities for the Saudi woman after the end of qualification. | 2.6552 | .58722             | Agree    | 11   |
| Overall means |  | 2.705  | 0.385              | Agree    |      |

## 5. Discussion

The results indicated that the most important roles of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030 are the establishment of exhibitions that offer craft products prepared by Saudi women, providing the Saudi woman with vocational skills that help carry out work in the field, and designing high quality training programs that fit the capabilities of the Saudi woman. These results match the results of Shrey and Lacerte (2007) and Economic Affairs Sector at Information and Studies Center (2012).

The most important roles of recruitment and qualification centers in achieving social qualification for Saudi women in the light of Saudi Vision 2030 are investigating the vocational abilities and tendencies of Saudi women, supporting guidance by triggering the vocational awareness of the Saudi woman, and examining the labor market's needs for qualifying the Saudi woman. These results agree with the findings of Masoud and Muhammad (2005) and Elshereef, (2010).

The most important roles of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030 are the sensitization of Saudi women to the job ethics and the importance of commitment to these ethics, helping the Saudi woman access to jobs after qualification, and linking the qualification requirements to the needs of the labor market. These results agree with the results of Soliman (2012), Abuhamdan (2014), and Alshamry (2003).

Moreover, the most important obstacles that limit the development of these centers are the low capacity for all applicants, the low spread of recruitment and qualification centers across the Kingdom, and the shortage of specialized cadres in the qualification of the Saudi woman.

The study recommended the need to employ specialized cadres to increase the efficiency of recruitment and qualification centers, increasing the support for recruitment and qualification centers for Saudi women, and briefing Saudi women to the services provided by these centers. These findings match Wahba (2008), arguing that many difficulties hinder the recruitment and qualification centers, including lack of financial resources, devices, materials, teachers, and specialized trainees, as well as lack of adequate cooperation. They also match Altarief (2014) and Altarief (2010).

The study made a set of suggestions to develop the role of recruitment and qualification centers in achieving vocational qualification for Saudi women in the light of Saudi Vision 2030. They are the need to employ specialized cadres to increase the efficiency of recruitment and qualification centers, increasing the support for recruitment and qualification centers for Saudi women, and briefing Saudi women to the services provided by these centers. These results match the results of Economic Affairs Sector at Information and Studies Center (2012), making a set of recommendations to enhance the adequacy of the Saudi woman such as holding educational training courses and training to practice women shops.

## 6. Conclusion

This present study aims to investigate the role of recruitment and qualification centers in achieving (vocational-social- recruitment) qualification for Saudi women in the light of Saudi Vision 2030 and to identify the obstacles that limit the work of recruitment and qualification centers. It also made

suggestions for development. Survey descriptive approach was utilized through designing a 58-item questionnaire divided into five domains. The sample comprised (87) of the employees of recruitment and qualification centers in Riyadh. The results indicated that the most important roles of recruitment and qualification centers are the establishment of exhibitions that offer craft products prepared by Saudi women, investigating the vocational abilities and tendencies of Saudi women, and the sensitization of Saudi women to the job ethics and the importance of commitment to these ethics. The most important obstacles that limit the development of these centers are the low capacity for all applicants, the low spread of recruitment and qualification centers across the Kingdom. The study recommended the need to employ specialized cadres to increase the efficiency of recruitment and qualification centers, increasing the support for recruitment and qualification centers for Saudi women, and briefing Saudi women to the services provided by these centers. Moreover, the concerned bodies should consider these suggestions to develop the recruitment and qualification centers to fulfill their roles in the light of Saudi Vision 2030.

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